Chapter 9

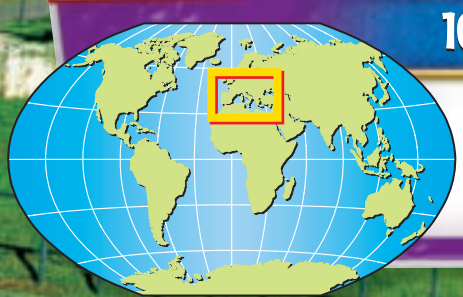
Roman Civilization

298–299 Picture Finders Ltd./eStock

▼ The Colosseum in Rome, Italy

NATIONAL GEOGRAPHIC

When & Where?



100 B.C. | A.D. 100 | A.D. 300 | A.D. 500

C. 10 B.C.
Livy writes his *History of Rome*

A.D. 395
Roman Empire divided into eastern and western parts

A.D. 527
Emperor Justinian begins rule

CONTENTS

Chapter Preview

The Romans developed a civilization as well as an empire. Read this chapter to find out about Roman achievements that still influence your life today.

History Online
Chapter Overview Visit jat.glencoe.com for a preview of Chapter 9.

View the Chapter 9 video in the *World History*: *Journey Across Time* Video Program.

Section 1

Life in Ancient Rome

The Romans learned from the Greeks but changed what they borrowed to suit their own needs. The lives of rich and poor Romans were very different.

Section 2

The Fall of Rome

Rome finally fell when Germanic invaders swept through the empire in the A.D. 400s. Roman achievements in government, law, language, and the arts are still important today.

Section 3

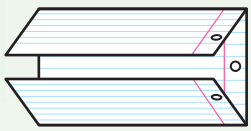
The Byzantine Empire

As the Western Roman Empire fell, the Eastern Roman, or Byzantine, Empire grew rich and powerful. The Byzantines developed a culture based on Roman, Greek, and Christian ideas.

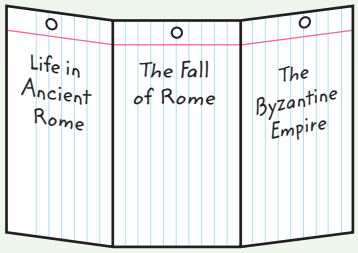
FOLDABLES™ Study Organizer

Organizing Information *Make this foldable to help you organize and analyze information by asking yourself questions about Roman civilization.*

Step 1 *Fold a sheet of paper into thirds from top to bottom.*



Step 2 *Turn the paper horizontally, unfold, and label the three columns as shown.*



Reading and Writing
As you read the chapter, write the main ideas for each section in the appropriate columns of your foldable. Then write one statement that summarizes the main ideas in each column.

Chapter 9

Reading Social Studies

Reading Skill
Responding & Reflecting

1 Learn It!

Your Point of View

An important part of reading involves thinking about and responding to the text from your own point of view.

Read the following paragraph about daily life in Rome and look at how one student reflects as she reads.

"Reminds me of a city I visited once"

The city of Rome was crowded, noisy, and dirty. People tossed garbage into the streets from their apartments, and thieves prowled the streets at night. Most people in Rome were poor. They lived in apartment buildings made of stone and wood. High rent forced families to live in one room.

—from page 306

"What would that look like? What would it smell like?"

"Were they like apartment buildings today?"

"Sounds like it would be very uncomfortable and crowded!"

Reading Tip

While you do not want to daydream as you are reading, you do want to think about the text. Good readers' minds are busy, almost "talking back" to the text as they read.

2 Practice It!

Reflect and Respond

Read the following paragraph. Take a few minutes to reflect on what you have read and then respond by exchanging thoughts with a partner. Some suggested topics are listed below.

> Between the ages of 14 and 16, a Roman boy celebrated becoming a man. He would burn his toys as offerings to the household gods. Then he would put on a toga, a loose-fitting robe that Roman men wore. Once he came of age, a man might join his family's business, become a soldier, or begin a career in the government. Roman women did not become adults until they married. A woman usually wore a long flowing robe with a cloak called a *palla*.
>
> ***—from pages 307–308***

- Do boys do anything today to show that they have become men?
- What does a toga look like? What does a *palla* look like?
- Why did a woman have to wait until she married to become an adult?
- Why were boys and girls treated so differently?

Read to Write

In Section 2, you will read why historians believe the Roman Empire fell. Choose one of the reasons and respond to it, explaining why you think this is the most likely reason for the decline of the Roman Empire.

Erich Lessing/Art Resource, NY

3 Apply It!

As you read, keep a reader's notebook. Record responses to facts or ideas that you find interesting.

Section 1

Life in Ancient Rome

Get Ready to Read!

What's the Connection?

You have already learned about Rome's rise to power. Life in Rome was not easy, but as the empire grew, its people accomplished many things in art, science, and engineering.

Focusing on the Main Ideas

- In addition to their own developments in science and engineering, Roman artists and writers borrowed many ideas from the Greeks. *(page 303)*
- The rich and poor had very different lives in the Roman Empire, as did men and women. *(page 306)*

Meeting People

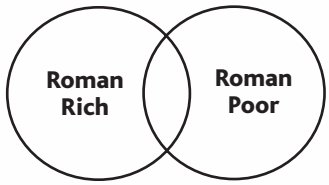
Virgil (VUHR•juhl)
Horace (HAWR•uhs)
Galen (GAY•luhn)
Ptolemy (TAH•luh•mee)
Spartacus (SPAHR•tuh•kuhs)

Building Your Vocabulary

vault (VAWLT)
satire (SA•TYR)
ode (OHD)
anatomy (uh•NA•tuh•mee)
Forum (FOHR•uhm)
gladiator (GLA•dee•AY•tuhr)
paterfamilias (PA•tuhr•fuh•MIH•lee•uhs)
rhetoric (REH•tuh•rihk)

Reading Strategy

Compare and Contrast Use a Venn diagram like the one below to show similarities and differences between the rich and the poor in Rome.



When & Where?

100 B.C.

73 B.C. Spartacus leads revolt of enslaved people

A.D. 1

C. 10 B.C. Livy writes his *History of Rome*

A.D. 100

C. A.D. 80 Colosseum completed

Nik Wheeler/CORBIS

Roman Culture

Main Idea **In addition to their own developments in science and engineering, Roman artists and writers borrowed many ideas from the Greeks.**

Reading Focus Are there people in your life that you admire? What have you learned from them? Read to find out what the Romans learned from the Greeks.

The Romans admired and studied Greek statues, buildings, and ideas. They copied the Greeks in many ways. However, they changed what they borrowed to suit their own needs. In one important way, the Romans were very different from the Greeks. The Greeks loved to talk about ideas. To the Romans, ideas were only important if they could solve everyday problems.

What Was Roman Art Like?

The Romans admired Greek art and architecture. They placed Greek-style statues in their homes and public buildings. Roman artists, however, carved statues that looked different from those of the Greeks. Greek statues were made to look perfect. People were shown young, healthy, and with beautiful bodies. Roman statues were more realistic and included wrinkles, warts, and other less attractive features.

In building, the Romans also turned to the Greeks for ideas. They used Greek-style porches and rows of columns called colonnades. But they also added their own features, such as arches and domes. Roman builders were the first to make full use of the arch. Arches supported bridges, aqueducts, and buildings. Rows of arches were often built against one another to form a **vault** (VAWLT), or curved ceiling. Using this technique, the Romans were able to build domes from many rings of shaped stone.

The Romans were the first people to invent and use concrete, a mixture of volcanic ash, lime, and water. When it dried, this mix was as hard as rock. Concrete made buildings sturdier and allowed them to be built taller.

Rome's concrete buildings were so well built that many still stand today. One of the most famous is the Colosseum, completed about A.D. 80. It was a huge arena that could seat about 60,000 people. Another famous building is the Pantheon, a temple built to honor Rome's gods. The Pantheon's domed roof was the largest of its time.

▼ **This Roman bridge still stands in Spain.** ***In what other structures were arches used?***

Primary Source The Book of Epodes

In this poem excerpt, Horace praises the lifestyle of those who farm their family's land.

"Happy the man who, far from business and affairs
Like mortals of the early times,
May work his father's fields with oxen of his own,
Exempt [free] from profit, loss, and fee,
Not like the soldier roused by savage trumpet's blare,
Not terrified by seas in rage,
Avoiding busy forums and the haughty doors
Of influencial citizens."

—Horace, *The Book of Epodes*

▲ Horace

DBQ Document-Based Question

According to Horace, what kinds of things does the farmer avoid?

Roman Literature Roman authors based much of their writing on Greek works. For example, the Roman writer **Virgil** (VUHR•juhl) drew some of his ideas from Homer's *Odyssey*. Virgil's epic poem, the *Aeneid* (uh•NEE•uhd), describes the adventures of the Trojan prince Aeneas and how he came to Italy. Virgil presents Aeneas as the ideal Roman—brave, self-controlled, and loyal to the gods.

Rome's other famous writers also looked to the Greeks for inspiration. Using Greek models, the poet **Horace** (HAWR•uhs) wrote **satires** (SA•TYRZ). These works poked fun at human weaknesses. Horace also composed **odes** (OHDZ), or poems that express strong emotions about life. The Roman writer Ovid wrote works that were based on the Greek myths. The poet Catullus also admired Greek writings. He wrote short poems about love, sadness, and envy.

Like the Greeks, Rome's historians recorded the events of their civilization. One of Rome's most famous historians was Livy. He wrote his *History of Rome* about 10 B.C. In this book, Livy describes Rome's rise to power. Livy greatly admired the deeds of the early Romans, and he believed that history had important moral lessons to teach people.

Livy celebrated Rome's greatness, but the Roman historian Tacitus took a darker view. He believed that Rome's emperors had taken people's freedom. Tacitus also thought Romans were losing the values that made them strong. He accused them of wasting time on sports and other pleasures.

Also like the Greeks, the Romans enjoyed plays. Roman plays were often based on Greek tragedies and comedies. Playwrights such as the tragedy writer Seneca and the comedy writers Plautus and Terence wrote plays for religious festivals. Romans especially liked plays with humor.

Roman authors influenced later writers in Europe and America, but the language of the Romans, Latin, had an even bigger impact on future generations. Latin became Europe's language for government, trade, and learning until about A.D. 1500. Latin became the basis of many modern European languages, such as Italian, French, and Spanish, and shaped many others. Many of the English words we use today come from Latin as well.

Roman Science and Engineering The Romans also learned from Greek science. A Greek doctor named **Galen** (GAY•luhn)

Bibliotheque Nationale, Paris, France, Giraudon/Bridgeman Art Library

brought many medical ideas to Rome. For example, he emphasized the importance of **anatomy** (uh • NA • tuh • mee), the study of body structure. To learn about inner organs, Galen cut open dead animals and recorded his findings. Doctors in the West studied Galen's books and drawings for more than 1,500 years.

Another important scientist of the Roman Empire was **Ptolemy** (TAH • luh • mee). Ptolemy lived in Alexandria, in Egypt. He studied the sky and carefully mapped over 1,000 different stars. He also studied the motion of planets and stars and created rules explaining their movements. Even though Ptolemy incorrectly placed Earth at the center of the universe, educated people in Europe accepted his ideas for centuries.

While Roman scientists tried to understand how the world worked, Roman engineers built an astonishing system of roads and bridges to connect the empire. Have you ever heard the saying "All roads lead to Rome"? Roman engineers built roads from Rome to every part of the empire. These roads were well built and made travel and trade more accessible.

The Romans also used advanced engineering to supply their cities with freshwater. Engineers built aqueducts to bring water from the hills into the cities. Aqueducts were long troughs supported by rows of arches. They carried water over long distances. At one time, 11 great aqueducts fed Rome's homes, bathhouses, fountains, and public bathrooms. Roman cities also had sewers to remove waste.

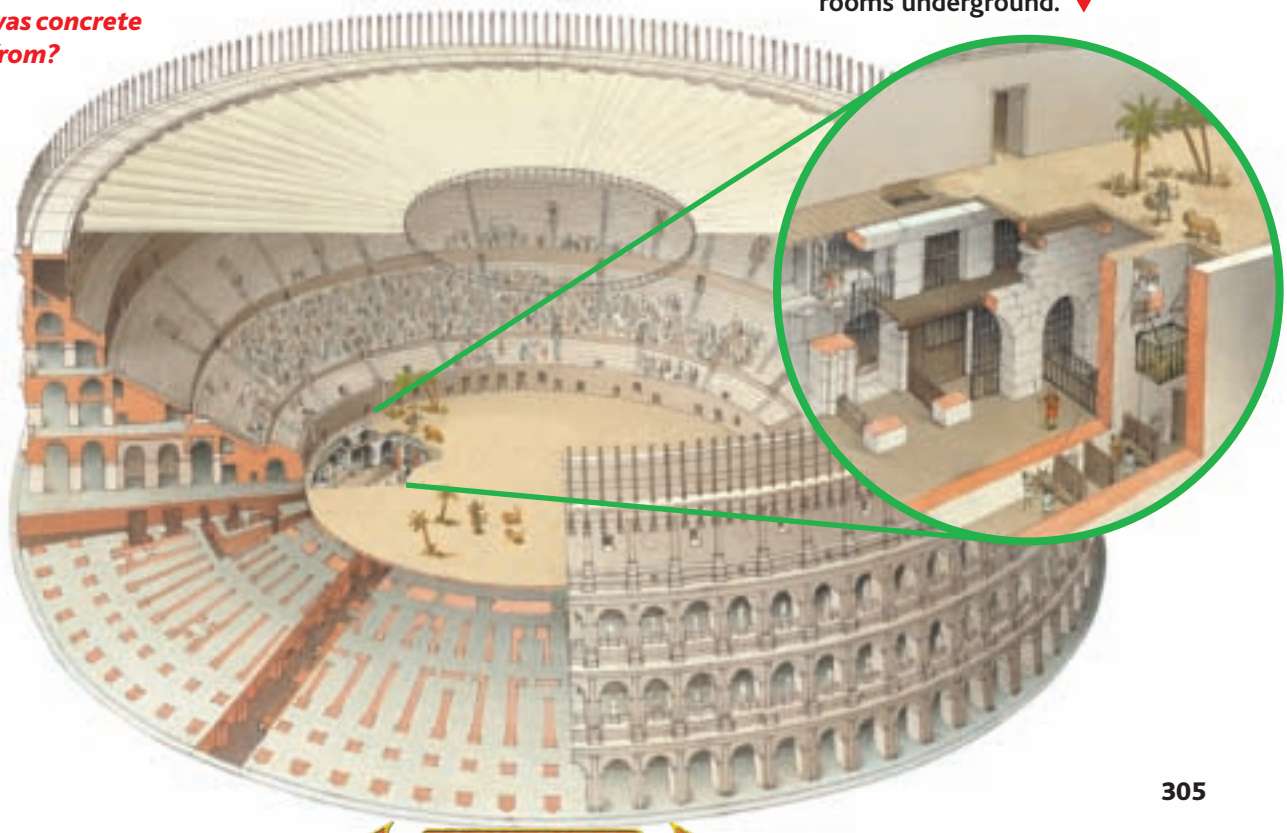
Reading Check **Explain** How was the character Aeneas an ideal Roman?

The Roman Colosseum

The Colosseum in Rome could hold some 60,000 people. The arena even had a removable canvas awning to protect spectators from the hot Roman sun.

What was concrete made from?

A system of cages, ropes, and pulleys brought wild animals up to the Colosseum floor from rooms underground. ▼



NATIONAL GEOGRAPHIC

The Way It Was

Sports & Contests

Ancient Roman Sports Sports were important to the Romans. Paintings on vases, frescoes [moist plaster], and stone show Romans playing ball, including a version of soccer. Roman girls are shown exercising with handheld weights and throwing an egg-shaped ball. Balls were made of different materials such as wool, hair, linen, sponges, and pig bladders wrapped in string.

Some Roman sporting events took place in the Colosseum, amphitheaters, and the Circus Maximus. Wild beast fights, battles between ships, and gladiator contests attracted Roman spectators by the thousands. Chariot racing was held in the Circus Maximus, and the drivers wore team colors of red, white, green, and blue.

▲ Scene showing gladiators in battle

Connecting to the Past

1. How do we know sports were important to the Romans?
2. How are today's sports different from Roman sports? How are they similar?

Daily Life in Rome

Main Idea **The rich and poor had very different lives in Rome, as did men and women.**

Reading Focus Do you think there is a big difference in the lives of boys and girls you know today? Why or why not? Read to learn how the lives of Roman boys and girls were very different from each other.

What was it like to live in Rome over 2,000 years ago? Rome was one of the largest cities in the ancient world. By the time of Augustus, over a million people lived there. Rome was carefully planned, as were many Roman cities. It was laid out in a square with the main roads crossing at right angles. At its center was the **Forum** (FOHR•um). This was an open space that served as a marketplace and public square. Temples and public buildings were built around it.

Wealthy Romans lived in large, comfortable houses. Each home had large rooms, fine furniture, and beautiful gardens. In the center was an inner court called an atrium. Wealthy Romans also had homes called villas on their country estates.

The city of Rome was crowded, noisy, and dirty. People tossed garbage into the streets from their apartments, and thieves prowled the streets at night. Most people in Rome were poor. They lived in apartment buildings made of stone and wood. High rent forced families to live in one room.

Roman apartments were up to six stories high. They often collapsed because they were so poorly built. Fire was a constant danger because people used torches and lamps for lighting and cooked with oil. Once started, a fire could destroy entire blocks of apartments.

To keep the people from rioting, the Roman government provided "bread and circuses," or free grain and shows. Romans of all classes flocked to the chariot races and gladiator contests. **Gladiators** (GLA•dee•AY•tuhrz)

Pierre Belzeaux/Photo Researchers

▲ **Chariot races were held in an arena called the Circus Maximus, one of the largest arenas ever made.** ***Besides chariot races, what other types of shows attracted Romans?***

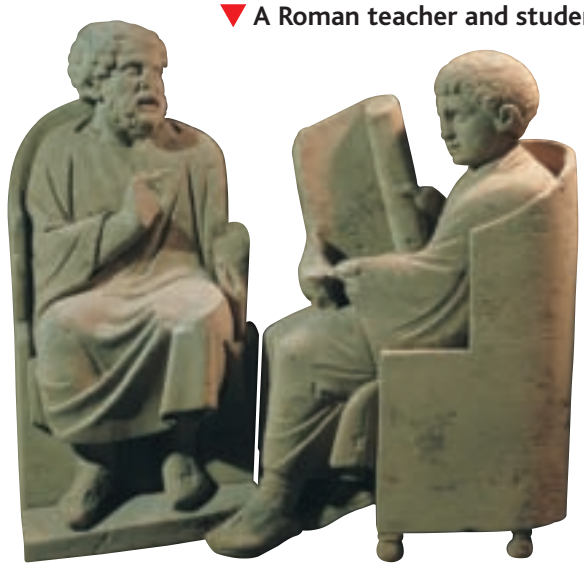
fought animals and each other. Most gladiators were enslaved people, criminals, or poor people. Gladiators were admired, much like sports heroes are today.

What Was Family Life Like? Family life was important to the Romans. Their families were large. They included not only parents and young children but also married children and their families, other relatives, and enslaved servants. The father was the head of the household. Called the **paterfamilias** (PA•tuhr•fuh•MIH•lee•uhs), or "father of the family," he had complete control over family members. For example, he punished children severely if they disobeyed. He also arranged their marriages.

In some cases, the paterfamilias made sure his children were educated. Poor Romans could not afford to send their children to school. Wealthy Romans, however, hired tutors to teach their young children at home. Some older boys did go to schools, where they learned reading, writing, and **rhetoric** (REH•tuh•rihk), or public speaking. Older girls did not go to school. Instead, they studied reading and writing at home. They also learned household duties.

Between the ages of 14 and 16, a Roman boy celebrated becoming a man. He would burn his toys as offerings to the household gods. Then he would put on a toga, a loose-fitting robe that Roman men wore. Once he came of age, a man might join his family's business, become a soldier, or begin a career

▼ **A Roman teacher and student**



(t)Scala/Art Resource, NY, (b)Erich Lessing/Art Resource, NY

in the government. Roman women did not become adults until they married. A woman usually wore a long flowing robe with a cloak called a *palla.*

Women in Rome Women in early Rome had some rights, but they were not full citizens. The paterfamilias looked after his wife and controlled her affairs. However, he often sought her advice in private. Women had a strong influence on their families, and some wives of famous men, including emperors, became well-known themselves. For example, the empress Livia (LIHV•ee•uh), wife of Augustus, had a say in Rome's politics. She was later honored as a goddess.

The freedoms a Roman woman enjoyed depended on her husband's wealth and standing. Wealthy women had a great deal of independence. They could own land, run businesses, and sell property. They managed the household and had enslaved people do the housework. This left the women free to study literature, art, and fashion. Outside the home, they could go to the theater or the amphitheater, but in both places they had to sit in areas separate from men.

Women with less money had less freedom. They spent most of their time working in their houses or helping their husbands in family-run shops. They were allowed to leave home to shop, visit friends, worship at temples, or go to the baths. A few women did work independently outside the home. Some served as priestesses, while others worked as hairdressers and even doctors.

A Roman House

▼ **Wealthy Romans often lived in spacious houses with central courtyards. The houses had high brick walls without windows. Many of the rooms opened into the courtyard to allow in light and fresh air.** ***How is a Roman home similar to homes in your neighborhood? How is it different?***

A Roman couple ▶

Scala/Art Resource, NY

Rainwater from the gutters collected in the pool below.
Guests and business associates were entertained in the living room/study.
Courtyard
Kitchen
Some homes had shops or workshops that opened onto the street.
Library
In the dining room, family members ate while reclining on couches.
Bedrooms

▲ These apartments were built of brick and stone for wealthy Romans. ***What sort of buildings did poor Romans live in?***

▼ A Roman family at the dinner table

How Did Romans Treat Enslaved People?

Slavery was a part of Roman life from early times. But the use of slave labor grew as Rome took over more territory. Thousands of prisoners from conquered lands were brought to Italy. Most spent their lives performing slave labor. By 100 B.C., about 40 percent of the people in Italy were enslaved.

Enslaved people did many different jobs. They worked in homes, fields, mines, and workshops. They helped build roads, bridges, and aqueducts. Many enslaved Greeks were well educated. They served as teachers, doctors, and artisans.

For most enslaved people, life was miserable. They were punished severely for poor work or for running away. To escape their hardships, enslaved people often rebelled.

In 73 B.C. a slave revolt broke out in Italy. It was led by a gladiator named **Spartacus** (SPAHR•tuh•kuhs). Under Spartacus, a force of 70,000 enslaved people defeated several Roman armies. The revolt was finally crushed two years later. Spartacus and 6,000 of his followers were crucified, or put to death by being nailed to a cross.

Roman Religion The ancient Romans worshiped many gods and goddesses. They also believed that spirits lived in natural things, such as trees and rivers. Greek gods and goddesses were popular in Rome, although they were given Roman names. For example, Zeus became Jupiter, the sky god, and Aphrodite became Venus, the goddess of love and beauty. Roman emperors also were worshiped. This practice strengthened support for the government.

Romans honored their gods and goddesses by praying and offering food. Every Roman home had an altar for their household gods. At these altars, the head of the family carried out rituals. Government officials made offerings in temples. There the important gods and goddesses of Rome were honored. Some Roman priests looked for messages from the gods. They studied the insides of dead animals or watched the flight of birds, looking for meaning.

(l)Stanley Searberg, (r)Giraudon/Art Resource, NY

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The Romans also borrowed ideas from Greek philosophy. For example, they borrowed and modified the Greek philosophy of Stoicism. For Romans, however, Stoicism was not about finding happiness through reason like it was for the Greeks. Instead, Stoicism encouraged Romans to live in a practical way. Stoic philosophers urged people to participate in public affairs, to do their civic duty, and to treat conquered peoples well.

Greek and Roman Gods

Greek God	Roman God	Role
Ares	Mars	god of war
Zeus	Jupiter	chief god
Hera	Juno	wife of chief god
Aphrodite	Venus	goddess of love
Artemis	Diana	goddess of the hunt
Athena	Minerva	goddess of wisdom
Hermes	Mercury	messenger god
Hades	Pluto	god of the underworld
Poseidon	Neptune	god of the sea
Hephaestus	Vulcan	god of fire

As the empire grew larger, Romans came into contact with other religions. These religions were allowed, as long as they did not threaten the government. Those that did faced severe hardships. You will read about one of these religions—Christianity—in the next chapter.

Reading Check **Contrast** Compare the life of upper-class women to women of other classes.

History Online

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Section 1 Review

Reading Summary

Review the Main Ideas

- Roman art, literature, and science borrowed much from the Greeks. Roman engineers made advances, including the development of cement, the arch, aqueducts, and domes.
- Religion and family were important parts of Roman life. Enslaved people carried out many different tasks in Roman society.

What Did You Learn?

1. What were some of Ptolemy's scientific achievements?
2. How were the Roman and Greek religions similar?

Critical Thinking

3. **Compare and Contrast** Draw a chart like the one below. Fill in details to compare and contrast Roman and Greek art and architecture.

Greek Art	Roman Art
Greek Architecture	Roman Architecture

4. **Analyze** Explain the importance of the language of the Romans.
5. **Describe** Describe the education of Roman children.
6. **Conclude** The Romans borrowed ideas from other peoples. Do you think our culture today borrows ideas from other peoples? Explain your answer.
7. **Reading Responding and Reflecting** Look at the art showing the Roman house on page 308. Write five things that come to mind as you view this picture.

Reunion des Musees Nationaux/Art Resource, NY

CONTENTS

A WILD-GOOSE CHASE

THE STORY OF PHILEMON AND BAUCIS

Retold by Geraldine McCaughrean

Before You Read

The Scene: This story takes place in ancient Rome in the legendary time when gods visited Earth to interact with humans in person.

The Characters: Philemon and Baucis are the man and woman who welcome guests to their home. Clio is their goose. Jupiter and Mercury are two ancient Roman gods.

The Plot: A husband and wife welcome two guests into their cottage. They have no food for the guests, but they do have a pet goose. As the pair try to provide their guests with food, the guests reveal their identities and reward the host and hostess for their generosity.

Vocabulary Preview

fowl: bird

wielding: controlling

gaped: hung open

quills: feathers

hospitality: friendliness and generosity toward guests

ramshackle: falling apart

disintegrated: broke into small pieces

gilded: decorated with gold

preening: grooming and making pretty

Do you know a person who is always friendly and generous, no matter what the circumstances? In this story, a good-natured husband and wife are rewarded when they receive special guests into their home.

As You Read

Keep in mind that this story is a myth. Like the Greeks, Romans passed myths from one generation to the next to explain some aspect of the world. Often, the stories involved gods and goddesses as well as humans.

A knock at the door. A pair of passing strangers. Philemon and Baucis did not know the two men on their doorstep, but they had never yet failed to offer a warm welcome to anyone who called at their little cottage.

"Come in! Sit down! My wife will cook you supper!" said Philemon.

His wife tugged at his sleeve. She did not need to say more. Both of them knew there was no food in the house. Not a bite. Baucis and Philemon themselves had been living on eggs and olives for days. There was not even any bread.

Philemon smiled sadly at Baucis, and she smiled sadly back. "It's the goose, is it?" he said.

"The goose it is," she replied.

Clio was all they had left. She was more like a pet than a farmyard fowl. And yet, guests are a blessing sent by the gods, and guests must be fed. So Philemon fetched his sharp ax and Baucis began to chase the goose, trying to drive it into the cottage.

Jupiter sat back in his chair and waited patiently for dinner. "Do you think we should help?" he said to Mercury, hearing the commotion in the yard.

"I know we shall have a wait," replied Mercury.

"Here—you try," said Baucis, passing the ax to Philemon.

The goose was squawking, Baucis was yelping, and Philemon was coughing as he ran

about wielding the ax. He struck at Clio, but the goose moved, and he demolished a bush. He swung again and hit the wooden pail. The goose shrieked with outrage, then with terror, and slapped about on her big, triangular feet—plat, plat, plat—skidding into their homemade altar piled high with flowers, into the fish-drying rack,[1] into the washing on the tree.[2] Olives rained down on the roof of the shack.

"Do you think we should go?" said Jupiter, as he and Mercury listened to the wild-goose chase and their hungry stomachs growled quietly.

At last Philemon and Baucis cornered the goose against the cottage door. Her orange beak gaped. Philemon raised the ax . . . and Clio bolted backward into the shack, running around the room like a black-footed pillow fight until she caught sight of Jupiter.

Now, animals are not so easily fooled by disguises, and although Jupiter and Mercury were dressed as peasants, in woolen tunics and straw hats, she instantly recognized the King of the gods and threw herself on his mercy. Neck outstretched, eyes bulging, she ran straight between his knees and into his lap. He was overrun with goose.

"A thousand pardons, friend," gasped Baucis, crawling in at the door, her hair stuck with goose quills. "Won't you take an olive while you wait?"

Jupiter stroked the goose, which stood paddling[3] on his thighs, and spat out a few feathers. "Shield me! Save me! Protect me!" said the goose, in the language of geese.

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[1] **fish-drying rack:** large wooden structure on which fish are hung to dry
[2] **washing on the tree:** laundry hung on the tree branches to dry
[3] **paddling:** moving its feet

Jupiter tickled it under the beak. "Your hospitality is a marvel, dear Philemon, gentle Baucis. In all my long travels over the face of the world, I have never met such unselfish hosts. Here is your only goose, and you were ready to cook it for us! Your generosity surpasses that of the gods themselves!"

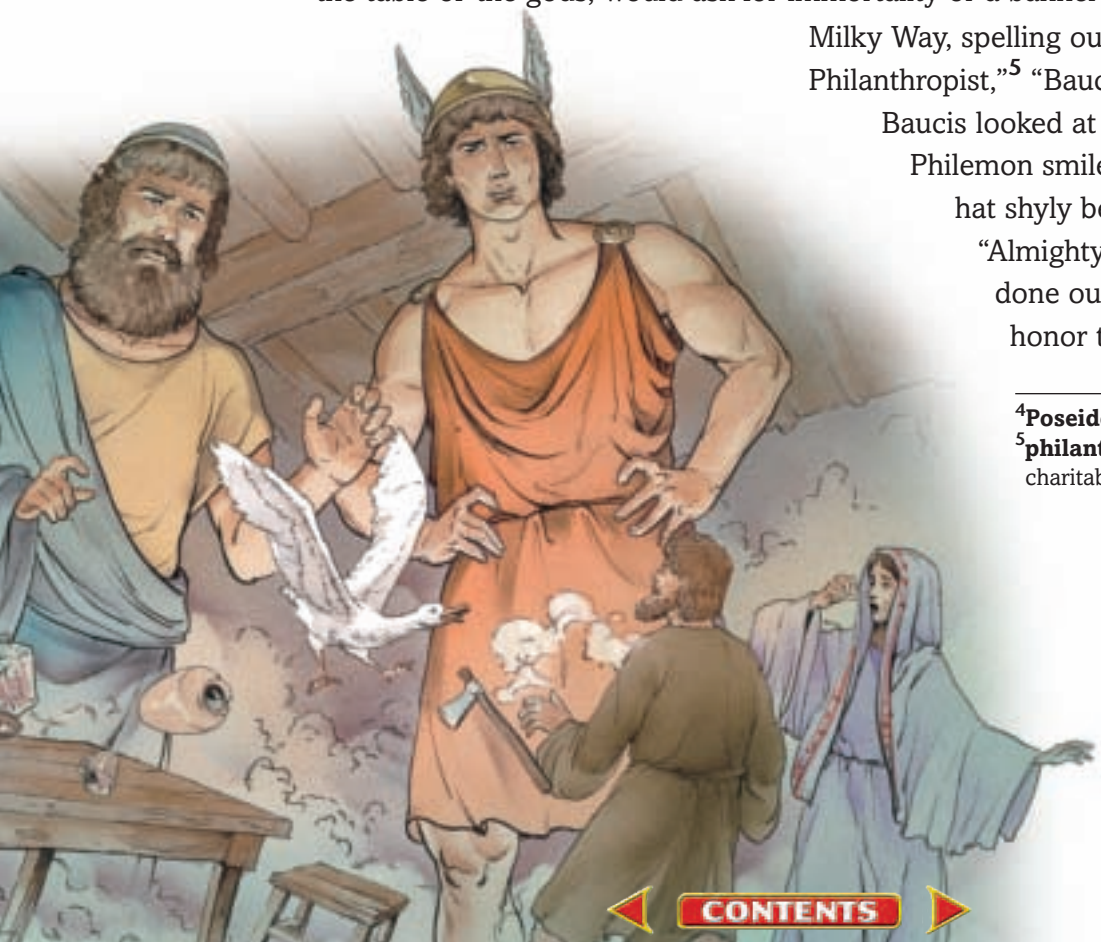
"Now, sir," said Baucis sternly. "You may be a guest, but I'll have no ill spoken of the gods in this house. Though we have little to offer, the gods have been good to us, have they not, my love?"

"They have, they have," said Philemon. Mercury concealed a grin.

"And they shall be good to you ever after!" declared Jupiter, rising to his feet. He rose and rose, 'til his head touched the rafters, and his face brightened 'til the room was light as day. His disguise fell away and Mercury folded it small and smaller 'til it fit inside one fist and was gone.

"As you see, I am Jupiter, King of the gods, and this is my messenger, Mercury. We like to travel the world and visit the people whose sacrificial smoke perfumes the halls of Heaven. But travel where we may and stay where we might, we never met with such hospitality as yours! Name any favor and it shall be your reward. A small kingdom, perhaps? A palace? A chest of sea treasure from the vaults of Poseidon?[4] Wings to fly or the gift of prophecy? Name it!"

Mercury looked uneasy. He had seen the greed and ambition of mortals all too often. This mild-looking couple would probably demand to be gods and to dine at the table of the gods; would ask for immortality or a banner of stars wide as the Milky Way, spelling out "Philemon the Philanthropist,"[5] "Baucis the Beautiful."



Baucis looked at Philemon, and Philemon smiled back and wrung his hat shyly between his hands. "Almighty Jupiter, you have done our little house such an honor today that we have

[4]**Poseidon:** Roman god of the sea
[5]**philanthropist:** someone who is charitable

hardly breath enough to speak our thanks. Our greatest joy in life has always been to worship at our humble little altar—out there in the yard. What more could we ask than to go on doing that—oh, and both to die at the same hour, so that we may never be parted. My Baucis and I."

Jupiter complained of a speck of dust in his eye and went outside. He could be heard blowing his nose loudly. When he ducked back through the door, his eyes were quite red-rimmed. "Come, priest and priestess of my shrine! Your temple awaits you!"

All of a sudden, the drafty, ramshackle little hut disintegrated, like a raft of leaves on a river. Around and above it rose the pillars of a mighty temple. The simple cairn[6] of stones that had served for an altar still stood there, piled with firewood and swagged with flowers, but now it stood on a marble floor, and from that floor rose forty marble pillars cloaked with beaten gold, supporting a roof gilded with stars. The living quarters for priest and priestess were piled with feather mattresses and silken pillows, and priestly robes of soft cotton hung waiting about the shoulders of Carrara[7] statues.

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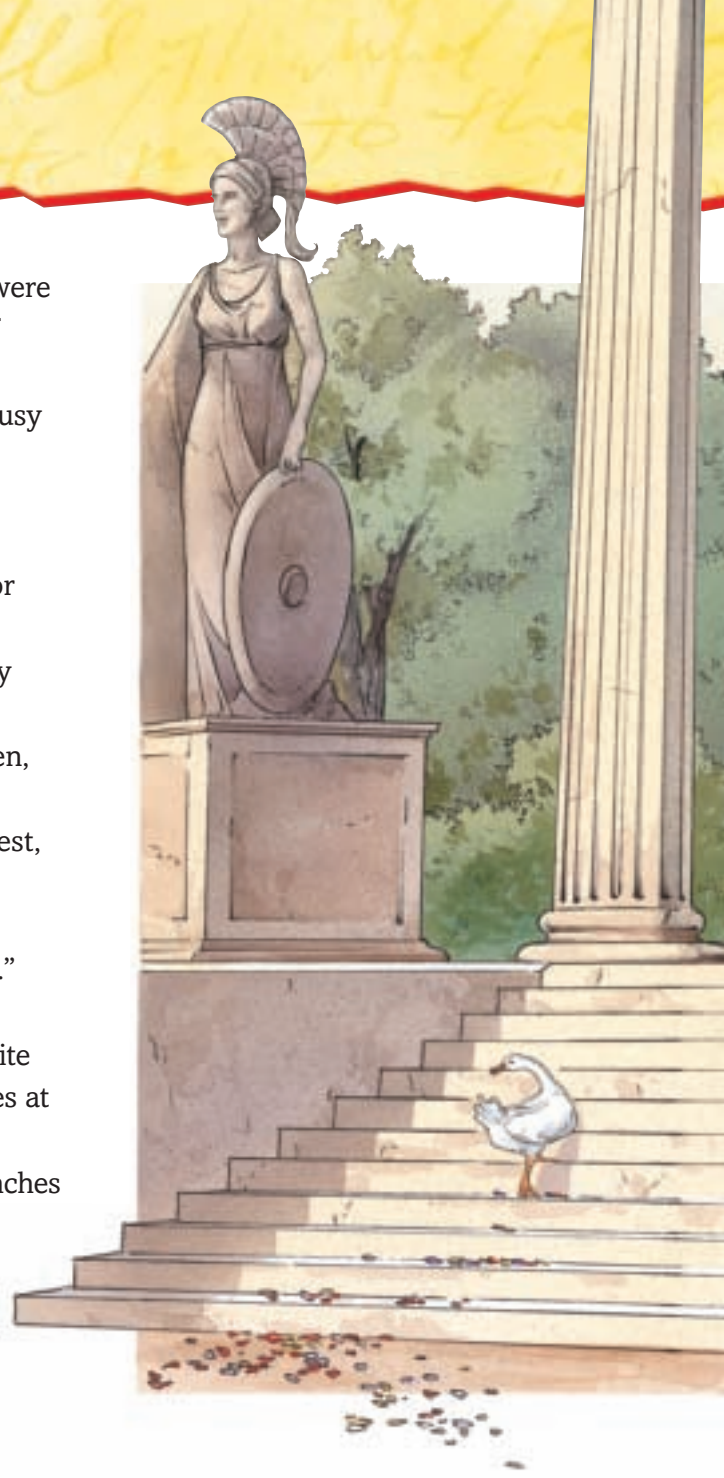
[6]**cairn:** mound

[7]**Carrara:** an Italian city known for its white marble quarries and statues



Already, from all corners of the landscape, pilgrims were setting out at a run to visit the marvelous new temple of Jupiter, whose red roof signaled to them across miles of open countryside. Philemon and Baucis would be kept busy receiving their sacrifices, tending the sacrificial flame, sweeping up the ashes.

But they thrived on the hard work, just as they had always done. The worshipers brought not only flowers for the altar but baskets of delicious food for the priest and priestess whose fame spread far and wide. Tirelessly they worked until, being mortal, even Baucis and Philemon became exhausted. Watching from the terraces of Heaven, Jupiter saw them pause now, each time they passed one another, and lean one against the other for a moment's rest, Baucis laying her head on Philemon's shoulder.

"They are weary," said Mercury.

"You are right," said Jupiter. "It is time for them to rest."

So instead of breathing in the fragrance from the altar below, he breathed out—a breath that wafted away the white robes of priest and priestess and left behind two noble trees at the very door of the temple. One was an oak, the other a linden tree, and they leaned one toward another, their branches intertwined, casting welcome shade over the threshold.

Clio the goose liked to rest there at noon, preening her . . . feathers and singing.

Responding to the Reading

1. Why do Philemon and Baucis fail to recognize their guests? Which character does recognize them?
2. Jupiter said that he and Mercury like to "visit the people whose sacrificial smoke perfumes the halls of Heaven." Who does he mean?
3. **Cause and Effect** What is the result of Jupiter's gift to Philemon and Baucis?
4. **Analyze** Why do Philemon and Baucis not ask the gods for fame and power?
5. Reading **Read to Write** Imagine that friends who live in another town visit you. What would you provide for them? Would it be different from the things you provide for yourself? Imagine you are Philemon or Baucis, and write one or two paragraphs explaining how you would have treated their guests.

Section 2

The Fall of Rome

Get Ready to Read!

What's the Connection?

In Section 1, you learned about Roman life and achievements when the empire was at its height. Over time, however, the Roman Empire began to have problems, and it gradually grew weaker. Eventually, Rome fell to outside invaders.

Focusing on the Main Ideas

- Poor leadership, a declining economy, and attacks by Germanic tribes weakened the Roman Empire. *(page 318)*
- Rome finally fell when invaders swept through the empire during the A.D. 400s. *(page 322)*
- Rome passed on many achievements in government, law, language, and the arts. *(page 325)*

Locating Places

Constantinople (KAHN•STAN•tuhn•OH•puhl)

Meeting People

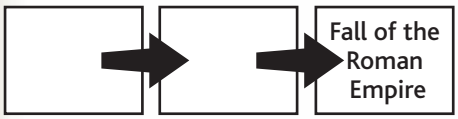
Diocletian (DY•uh•KLEE•shuhn)
Constantine (KAHN•stuhn•TEEN)
Theodosius (THEE•uh•DOH•shuhs)
Alaric (A•luh•rihk)
Odoacer (OH•duh•WAY•suhr)

Building Your Vocabulary

plague (PLAYG)
inflation (ihn•FLAY•shuhn)
barter (BAHR•tuhr)
reform (rih•FAWRM)

Reading Strategy

Sequencing Information Create a diagram to show the events that led up to the fall of the Western Roman Empire.



NATIONAL GEOGRAPHIC When & Where?

A.D. 250 — A.D. 350 — A.D. 450

A.D. 284 Diocletian tries to reform empire

A.D. 395 Roman Empire divided into eastern and western parts

A.D. 476 Rome's last emperor overthrown

The Decline of Rome

Main Idea **Poor leadership, a declining economy, and attacks by Germanic tribes weakened the Roman Empire.**

Reading Focus What do you do when you face a difficult problem? Do you try to solve it yourself? Do you ask other people for help? Read to learn about the problems the Roman Empire faced and how its leaders responded.

In A.D. 180 Marcus Aurelius died. His son, Commodus (KAH • muh • duhs), became emperor. Commodus was cruel and wasted money. Instead of ruling Rome, Commodus spent much of his time fighting as a gladiator. In A.D. 192 the emperor's bodyguard killed him. Nearly a century of confusion and fighting followed.

After Commodus, emperors called the Severans ruled Rome. Much of their time was spent putting down revolts and protecting Rome's borders. The Severans stayed in power by paying the army well, but they ignored the growing problems of crime and poverty.

Political and Social Problems When the last Severan ruler died in A.D. 235, Rome's government became very weak. For almost 50 years, army leaders fought each other for the throne. During this time, Rome had 22 different emperors.

Poor leadership was not Rome's only difficulty. Fewer Romans honored the old ideals of duty, courage, and honesty. Many government officials took bribes. As problems

The Decline of Rome

Weak Roman Government
- Dishonest government officials provide poor leadership.

Social Problems
- Famine and disease spread throughout the empire.

Declining Economy
- Income and wages fall.
- Wealthy fail to pay taxes.

Reform Fails and Rome Divides in Two
- Government fails to keep order.
- Violence and tension increase.
- Diocletian divides the empire.

Eastern Roman Empire
- Constantinople becomes the new capital.
- The empire survives attacks and prospers.

Western Roman Empire
- Numerous attacks threaten the empire.
- Territory is slowly lost to invaders.

Byzantine Empire
- This empire is created from the Eastern Roman Empire and lasts nearly 1,000 years.

Rome Falls
- The city of Rome falls in A.D. 476.
- The Western Roman Empire is divided into Germanic kingdoms by A.D. 550.

Understanding Charts

Many issues, including a weak government, lack of food, and fewer jobs, led to Rome's decline.

1. According to the flow chart, what occurs after reform fails?
2. **Cause and Effect** What were the final effects of the Roman Empire being split in two?

CORBIS

increased, talented people often refused to serve in government. Many wealthy citizens even stopped paying taxes. Fewer people attended schools, and a large number of the empire's people were now enslaved. Wealthy Romans supported slavery because it was a cheap way to get work done.

Economic and Military Problems During the A.D. 200s, Rome's economy began to fall apart. As government weakened, law and order broke down. Roman soldiers and invaders seized crops and destroyed fields. Farmers grew less food, and hunger began to spread.

As the economy worsened, people bought fewer goods. Artisans produced less, and shopkeepers lost money. Many businesses closed, and the number of workers dropped sharply. Many workers had to leave jobs and serve in the army. A **plague** (PLAYG), or a disease that spreads widely, also took its toll. It killed one out of every ten people in the empire.

Rome also began to suffer from **inflation** (ihn • FLAY • shuhn), or rapidly increasing prices. Inflation happens when money loses its value. How did this happen? The weak economy meant fewer taxes were paid. With less money coming in, the Roman government could not afford to defend its territories and had to find a way to pay its soldiers and officials. One way for the government to get the money it needed was to put less gold in its coins.

By putting less gold in each coin, the government could make extra coins and pay for more things. People soon learned that the coins did not have as much gold in them, and the coins began losing value. Prices went up, and many people stopped using money altogether. They began to **barter** (BAHR • tuhr), or exchange goods without using money.

NATIONAL GEOGRAPHIC

The Way It Was

Focus on Everyday Life

Slavery in the Roman Empire Public and private slavery were common in Roman society. Public slaves were owned by the state. They took care of important buildings and served government officials. Educated public slaves were used to help organize the governments of conquered areas.

Private slaves were owned by individuals. They were often forced to work long hours and could be sold at any time. Wealthy Romans had hundreds or even thousands of enslaved people. Most enslaved people worked on farms.

Most enslaved people were men. This was probably because their work required great strength. Some enslaved men also became gladiators. Enslaved women made clothing and cooked for their owner's family.

Scala/Art Resource, NY

▼ Roman slaves at work

Connecting to the Past

1. What was the main difference between public and private enslavement?
2. Which jobs were probably considered the most desirable by enslaved people?

Primary Source Distrust of Money

As the Roman Empire declined, people refused to trust the value of money issued by each emperor.

"Whereas [because] the public officials have assembled and have accused the bankers of the exchange banks of having closed them because of their unwillingness to accept the divine coin of the emperors, it has become necessary to issue an order to all owners of the banks to open them and to accept and exchange all coin except the absolutely spurious [false] and counterfeit—and not alone to them but to those who engage in business transactions of any kind."

▲ Roman coins

—"Distrust of Imperial Coinage," *Oxyrhynchus Papyrus*, no. 1411, Vol. 2, A.S. Hunt, trans.

DBQ Document-Based Question

What do you think was happening to the economy of the empire as people stopped using the official money?

Meanwhile, invaders swept into the empire. In the west, Germanic tribes raided Roman farms and towns. In the east, armies from Persia pushed into the empire's territory. As fighting increased, the government could no longer enlist and pay Romans as soldiers. It began using Germanic warriors in the army. However, these Germanic soldiers were not loyal to Rome.

What Were Diocletian's Reforms?

In A.D. 284 a general named **Diocletian** (DY • uh • KLEE • shuhn) became emperor. To stop the empire's decline, he introduced **reforms** (rih • FAWRMZ), or political changes to make things better. Because the empire was too large for one person to rule, Diocletian divided it into four parts. He named officials to rule these areas but kept authority over all.

Diocletian also worked to boost the economy. To slow inflation, he issued rules that set the prices of goods and the wages to be paid to workers. To make sure more goods were produced, he ordered workers to remain at the same jobs until they died. Diocletian's reforms failed. The people ignored the new rules, and Diocletian did not have enough power to make them obey.

Who Was Constantine?

In A.D. 305 Diocletian retired from office. After a period of conflict, another general named **Constantine** (KAHN • stuhn • TEEN) became emperor in A.D. 312. To aid the economy, Constantine issued several orders. The sons of workers had to follow their fathers' trades, the sons of farmers had to work the land their fathers worked, and the sons of soldiers had to serve in the army.

Constantine's changes did not halt the empire's decline in the west. As a result, Constantine moved the capital from dying Rome to a new city in the east. He chose the site of the Greek city of Byzantium (buh • ZAN • tee • uhm). There he built a forum, an amphitheater called the Hippodrome, and many palaces. The city became known as **Constantinople** (KAHN • STAN • tuhn • OH • puhl). Today, Constantinople is called Istanbul.

Reading Check **Explain** How did Diocletian try to reverse the decline of Rome?

The Newark Museum/Art Resource, NY

Biography

Constantine the Great

c. A.D. 280–337

First Christian Roman Emperor

Constantine was the first Roman Emperor to become a Christian, although he was not baptized until near his death in A.D. 337. He first came to believe in Christianity many years earlier, when he was a military leader. Constantine believed he had seen a flaming cross in the sky that said, "By this sign thou shall conquer." The next day his army was victorious in an important battle. He believed that the cross was a call to the Christian God.

During his reign, Constantine granted new opportunities to Christians and helped advance the power of the early Catholic Church. At the Council of Nicea in A.D. 325, he encouraged discussion about the acceptance of the Trinity (Father, Son, and Holy Spirit). He also boosted the political positions and power of bishops within the Roman government.

Even though Constantine had many political and religious successes, his life was filled with controversy and tragedy. Constantine married a woman named Fausta. His eldest son from a previous marriage was named Crispus. Fausta accused Crispus of crimes and claimed that he was planning to seize the throne. Constantine was so shocked that he had his son killed. Constantine later discovered that Fausta had lied because she wanted her own son to be in line for the throne. He then had Fausta killed.

▲ Constantine

▲ Modern-day Constantinople

Then and Now

Constantine believed freedom of religion was important for the success of his empire and made sure that Christians could no longer be persecuted. What part of the U.S. Constitution protects freedom of religion?

(t)Hagia Sophia, Istanbul, Turkey/E.T. Archives, London/SuperStock, (b)C. Boisvieux/Photo Researchers

Rome Falls

Main Idea **Rome finally fell when invaders swept through the empire during the A.D. 400s.**

Reading Focus How would you feel if a favorite place–a shop, park, or recreation center–was closed after being open for many years? Read to learn how the Romans had to face an even greater loss when their city and empire fell.

Both Diocletian and Constantine failed to save the Roman Empire. When Constantine died in A.D. 337, fighting broke out again. A new emperor called **Theodosius** (THEE • uh • DOH • shuhs) finally gained control and ended the fighting.

Ruling the empire proved to be difficult. Theodosius decided to divide the empire after his death. In A.D. 395, the Roman Empire split into two separate empires. One was the Western Roman Empire, with its capital at Rome. The other was the Eastern Roman Empire, with its capital at Constantinople.

Rome Is Invaded

As Rome declined, it was no longer able to hold back the Germanic tribes on its borders. Many different Germanic groups existed—Ostrogoths, Visigoths, Franks, Vandals, Angles, and Saxons. They came from the forests and marshes of northern Europe.

These Germanic groups were in search of warmer climates and better grazing land for their cattle. They also were drawn by Rome's wealth and culture. In addition, many were fleeing the Huns, fierce warriors from Mongolia in Asia.

In the late A.D. 300s, the Huns entered Eastern Europe and defeated the Ostrogoths (AHS • truh • GAHTHS). The Visigoths, fearing they would be next, asked the Eastern Roman emperor for protection. He let them settle just inside the empire's border. In return they promised to be loyal to Rome.

Before long, trouble broke out between the Visigoths and Romans. The empire forced the Visigoths to buy food at very high prices. The Romans also kidnapped and enslaved many Visigoths.

Primary Source: Rome Is Attacked

In this excerpt from one of his letters, the Christian leader Jerome describes attacks on the Roman provinces.

▲ Saint Jerome

"Who would believe that Rome, victor over all the world, would fall, that she would be to her people both the womb and the tomb. . . . Where we cannot help we mourn and mingle with theirs our tears. . . . There is not an hour, not even a moment, when we are not occupied with crowds of refugees, when the peace of the monastery is not invaded by a horde of guests so that we shall either have to shut the gates or neglect the Scriptures for which the gates were opened."

—Jerome, "News of the Attacks"

DBQ Document-Based Question

Does Jerome think the gates of the monastery should be shut? Explain.

History Online

Web Activity Visit jat.glencoe.com and click on *Chapter 9—Student Web Activity* to learn more about Roman civilization.

Scala/Art Resource, NY

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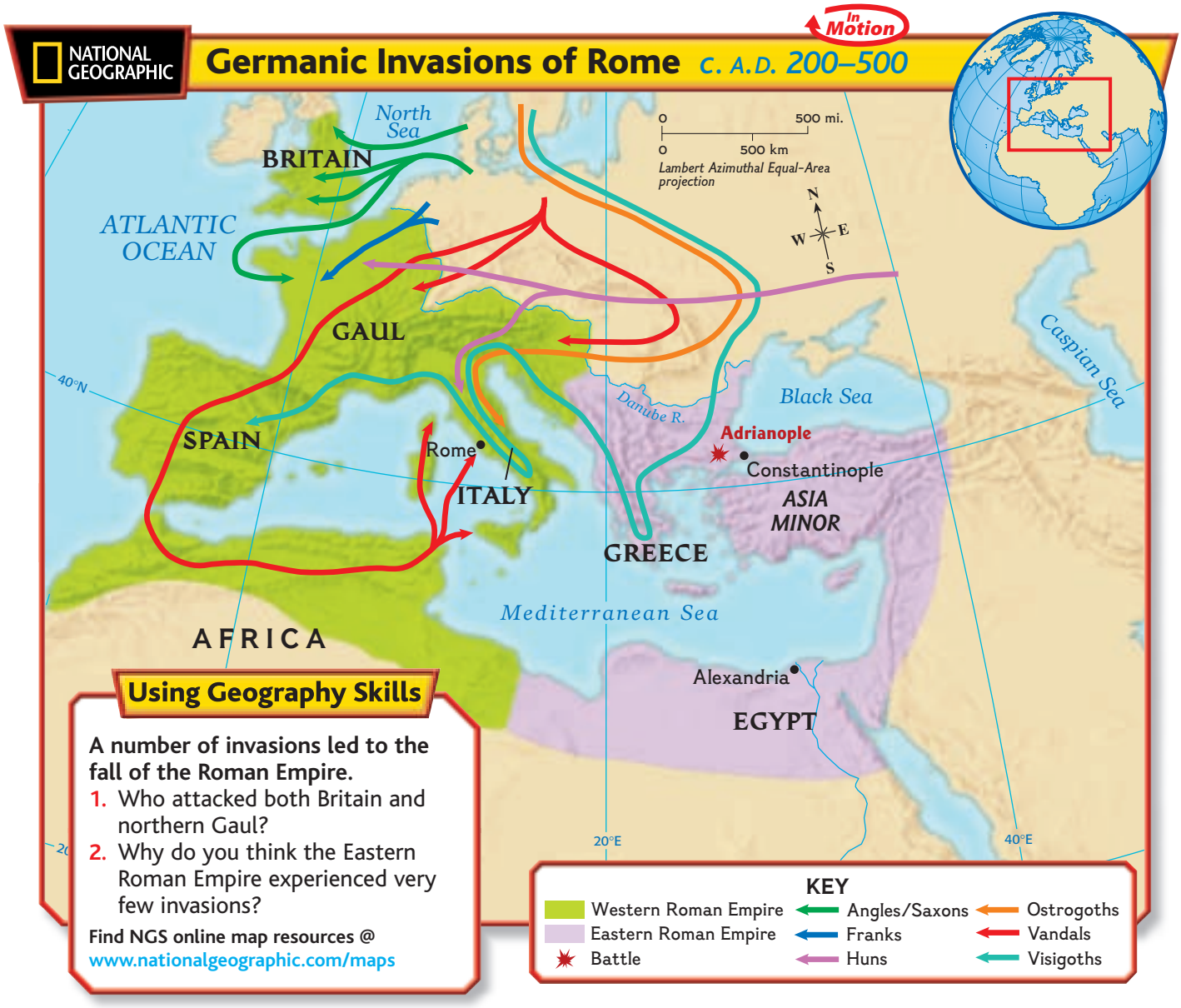

Finally, the Visigoths rebelled against the Romans. In A.D. 378 they defeated Roman legions at the Battle of Adrianople (AY • dree • uh • NOH • puhl). After that defeat, Rome was forced to surrender land to the Visigoths.

The Germanic tribes now knew that Rome could no longer defend itself. More and more Germanic warriors crossed the borders in search of land. In the winter of A.D. 406, the Rhine River in Western Europe froze. Germanic groups crossed the frozen river and entered Gaul, which is today France. The Romans were too weak to force them back across the border.

In A.D. 410 the Visigoth leader **Alaric** (A • luh • rihk) and his soldiers captured Rome itself. They burned records and looted the treasury. Rome's capture by Alaric was a great shock to the empire's people. It was the first time Rome had been conquered in 800 years.

Another Germanic group known as the Vandals overran Spain and northern Africa. They enslaved some Roman landowners and drove others away. Then the Vandals

▲ An image showing the Visigoths invading Rome. ***What leader did the Visigoths overthrow to take control of Rome?***

sailed to Italy. In A.D. 455 they entered Rome. They spent 12 days stripping buildings of everything valuable and burning them. From these attacks came the English word *vandalism,* which means "the willful destruction of property."

Rome Falls By the mid-A.D. 400s, several Germanic leaders held high posts in Rome's government and army. In A.D. 476 a Germanic general named **Odoacer** (OH•duh•WAY•suhr) took control, overthrowing the western emperor, a 14-year-old boy named Romulus Augustulus (RAHM•yuh•luhs aw•GUHS•chah•luhs). After Romulus Augustulus, no emperor ever again ruled from Rome. Historians often use this event to mark the end of the Western Roman Empire.

Odoacer controlled Rome for almost 15 years. Then a group of Visigoths seized the city and killed Odoacer. They set up a kingdom in Italy under their leader, Theodoric (thee•AH•duh•rihk). Elsewhere in Europe, other Germanic kingdoms arose.

By A.D. 550, the Western Roman Empire had faded away. Many Roman beliefs and practices remained in use, however. For example, Europe's new Germanic rulers adopted the Latin language, Roman laws, and Christianity. Although the Western Roman Empire fell to Germanic invaders, the Eastern Roman Empire prospered. It became known as the Byzantine Empire and lasted nearly 1,000 more years.

Reading Check **Identify** Which event usually marks the fall of the Western Roman Empire?

Mary Evans Picture Library

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The Legacy of Rome

Main Idea **Rome passed on many achievements in government, law, language, and the arts.**

Reading Focus Do you know where the words "doctor," "animal," "circus," and "family" come from? These words come from the Latin language spoken by the Romans. Read to discover other things we have borrowed from the Romans.

Our world would be very different if the Roman Empire had never existed. Many words in the English language and many of our ideas about government come from the Romans. The same is true for our system of laws and our knowledge about building. As you will read in the next chapter, the peace and order brought by Roman rule also allowed the Christian religion to spread.

Roman Ideas and Government Today

Roman ideas about law, as first written in the Twelve Tables, are with us today. We, like the Romans, believe that all people are equal under the law. We expect our judges to decide cases fairly, and we consider a person innocent until proven guilty.

Linking Past & Present

Roman and Modern Architecture

THEN Early Romans borrowed architectural ideas from the Greeks, but they also developed their own style. Roman designs often included vaults, columns, domes, and arches. New architectural ideas meant that buildings could be constructed in new ways. Because of concrete and a new design, Roman theaters did not have to be built on natural slopes to have tiered seating.

▼ The Rotunda at the University of Virginia

▲ The Pantheon in Rome

NOW Columns, domes, and arches still appear in many modern buildings. Banks, homes, and government buildings often use a Roman style. ***What Roman architectural styles do you see in your neighborhood?***

(l)Sean Sexton Collection/CORBIS, (r)Donald Dietz/Stock Boston/PictureQuest

Roman ideas about government and citizenship are also important today. Like the early Romans, Americans believe that a republic made up of equal citizens is the best form of government. We also believe that a republic works best if citizens do their duty, participate in government, and work to make their society better.

Roman Influence on Culture Today the alphabet of the Latin language, which expanded from 22 to 26 letters, is used throughout the Western world. Latin shaped the languages of Italy, France, Spain, Portugal, and Romania. Many English words also come from Latin. Scientists, doctors, and lawyers still use Latin phrases. Every known species of plant and animal has a Latin name. Today, we also still admire the works of great Roman writers such as Virgil, Horace, Livy, and Tacitus.

Ancient Rome also left a lasting mark on building in the Western world. We still use concrete today for much of our construction, and Roman architectural styles are still seen in public buildings today. When you visit Washington, D.C., or the capital city of any state, you will likely see capitols with domes and arches inspired by Roman architecture.

Christianity As you probably know, Christianity is one of the major religions in the world today. Christianity began in the Roman Empire. When Rome's government adopted Christianity in the A.D. 300s, it helped the new religion to grow and spread. After Rome's fall, many Roman ideas blended with those of Christianity.

Reading Check **Compare** Which aspects of the Roman Empire are reflected in present-day cultures?

History Online

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Section 2 Review

Reading Summary

Review the Main Ideas

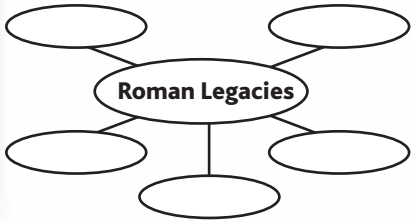
- A series of weak emperors, invasions by outsiders, disease, and a number of other factors led to a greatly weakened Roman Empire.
- Numerous invasions by Germanic peoples led to the fall of Rome in A.D. 476.
- Roman ideas about government and Roman architecture are just some of the legacies of ancient Rome.

What Did You Learn?

1. What social problems helped cause the empire's decline?
2. Why did the Roman government use Germanic warriors in its army?

Critical Thinking

3. **Summarizing Information** Draw a diagram like the one below. Fill in details about Rome's legacies in the areas of government, law, and citizenship.



4. **Cause and Effect** How did inflation affect Rome?
5. **Describe** Who were the Visigoths, and how did they contribute to the fall of Rome?
6. **Identify** Give examples of Roman ideas in language and architecture that exist today.
7. **Persuasive Writing** Imagine you are living in Rome around the time of the fall of the empire. Write an editorial for a newspaper identifying what you think is the main reason for the decline and fall of the empire, and what might have been done to prevent it.

Section 3

The Byzantine Empire

Get Ready to Read!

What's the Connection?

In the last section, you learned that even though the Roman Empire in the West fell, the Eastern Roman Empire survived and prospered. It became known as the Byzantine Empire. The Byzantines developed a new civilization based on Greek, Roman, and Christian ideas.

Focusing on the Main Ideas

- The Eastern Roman Empire grew rich and powerful as the Western Roman Empire fell. *(page 328)*
- The policies and reforms of Emperor Justinian and Empress Theodora helped make the Byzantine Empire strong. *(page 329)*
- The Byzantines developed a rich culture based on Roman, Greek, and Christian ideas. *(page 332)*

Locating Places

Black Sea

Aegean Sea (ih•JEE•uhn)

Meeting People

Justinian (juh•STIH•nee•uhn)

Theodora (THEE•uh•DOHR•uh)

Belisarius (BEH•luh•SAR•ee•uhs)

Tribonian (truh•BOH•nee•uhn)

Building Your Vocabulary

mosaic (moh•ZAY•ihk)

saint (SAYNT)

regent (REE•juhnt)

Reading Strategy

Cause and Effect Complete a chart to show the causes and effects of Justinian's new law code.

Causes
New Code of Laws
Effects

When & Where?

NATIONAL GEOGRAPHIC

A.D. 525 | A.D. 550 | A.D. 575

- **A.D. 527** Emperor Justinian begins rule
- **A.D. 537** Hagia Sophia completed
- **A.D. 565** Justinian dies

The Rise of the Byzantines

Main Idea **The Eastern Roman Empire grew rich and powerful as the Western Roman Empire fell.**

Reading Focus Think of your own community. How have groups of people from different backgrounds contributed to its character? What would your town or city be like without these contributions from all the different groups? Read to learn about the different groups that made up the Byzantine Empire.

The Eastern Roman, or Byzantine, Empire reached a high point in the A.D. 500s. At this time, the empire stretched west to Italy, south to Egypt, and east to the border with Arabia. Greeks made up the empire's largest group, but many other peoples were found within the empire. They included Egyptians, Syrians, Arabs, Armenians, Jews, Persians, Slavs, and Turks.

▲ The ancient walled city of Constantinople

Why Is Constantinople Important?

In the last section, you learned that Emperor Constantine moved the capital of the Roman Empire from Rome to a new city called Constantinople. Constantine's city became the capital of the Byzantine Empire. By the A.D. 500s, Constantinople was thriving and had become one of the world's great cities.

One reason for Constantinople's success was its location. It lay on the waterways between the **Black Sea** and the **Aegean Sea** (ih • JEE • uhn). Its harbors offered a safe shelter for fishing boats, trading ships, and warships. Constantinople also sat at the crossroads of trade routes between Europe and Asia. The trade that passed through made the city extremely wealthy.

Constantinople had a secure land location. Lying on a peninsula, Constantinople was easily defended. Seas protected it on three sides, and on the fourth side, a huge wall guarded the city. Later a huge chain was even strung across the city's north harbor for greater protection. Invaders could not easily take Constantinople.

Influence of Greek Culture

The Byzantines at first followed Roman ways. Constantinople was known as the "New Rome." Its public buildings and palaces were built in the Roman style. The city even had an oval arena called the Hippodrome, where chariot races and other events were held.

Byzantine political and social life also were based on that of Rome. Emperors spoke Latin and enforced Roman laws. The empire's poor people received free bread and shows. Wealthy people lived in town or on large farming estates. In fact, many of them had once lived in Rome.

Stapleton Collection, UK/Bridgeman Art Library

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As time passed, the Byzantine Empire became less Roman and more Greek. Most Byzantines spoke Greek and honored their Greek past. Byzantine emperors and officials began to speak Greek too. The ideas of non-Greek peoples, like the Egyptians and the Slavs, also shaped Byzantine life. Still other customs came from Persia to the east. All of these cultures blended together to form the Byzantine civilization. Between A.D. 500 and A.D. 1200, the Byzantines had one of the world's richest and most-advanced empires.

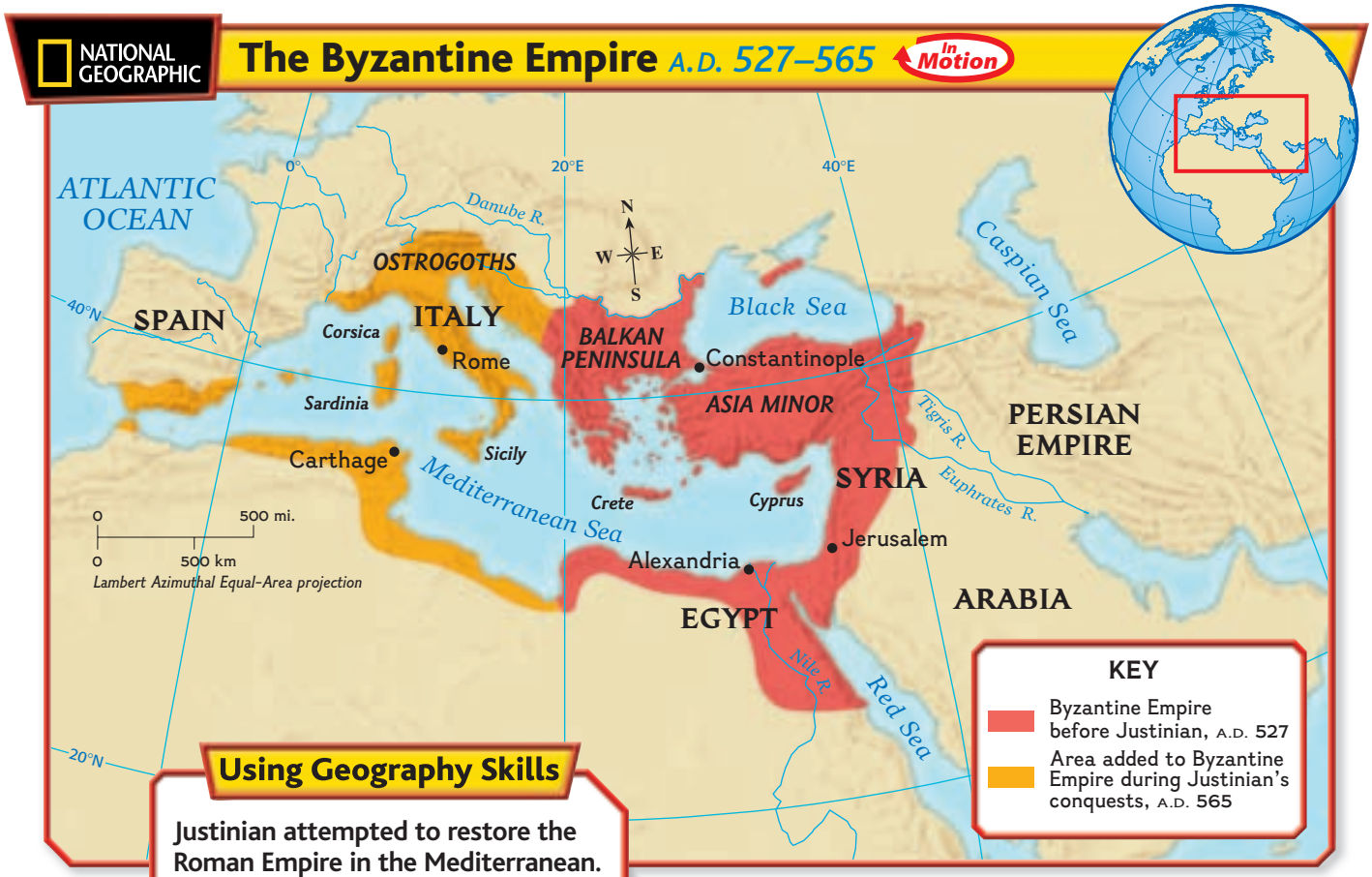
Reading Check **Explain** Why did the Byzantine Empire have such a blending of cultures?

Emperor Justinian

Main Idea **The policies and reforms of Emperor Justinian and Empress Theodora helped make the Byzantine Empire strong.**

Reading Focus Do you sometimes rewrite reports to make them easier to understand? Read to learn how Justinian rewrote and reorganized the Byzantine law code.

Justinian (juh • STIH • nee • uhn) became emperor of the Byzantine Empire in A.D. 527 and ruled until A.D. 565. Justinian was a strong leader. He controlled the military, made laws, and was supreme judge. His order could not be questioned.



Using Geography Skills

Justinian attempted to restore the Roman Empire in the Mediterranean.

1. Describe the area of the Byzantine Empire before Justinian's conquests.
2. How far west did the empire extend after Justinian's conquests?

Primary Source Theodora Refuses to Flee

Justinian's court historian recorded Theodora's opinion about whether to escape or fight during the A.D. 532 revolt.

"My opinion then is that the present time . . . is inopportune [not a good time] for flight, even though it brings safety. . . . For one who has been an emperor, it is unendurable to be a fugitive. . . . May I not live that day on which those who meet me shall not address me as empress. If, now, it is your wish to save yourself, O Emperor, there is no difficulty."

—Procopius, "The Nika Riot"

Theodora

DBQ Document-Based Question

Why did the empress not wish to escape?

Justinian's wife, the empress **Theodora** (THEE • uh • DOHR • uh), helped him run the empire. Theodora, a former actress, was intelligent and strong-willed, and she helped Justinian choose government officials. Theodora also convinced him to give women more rights. For the first time, a Byzantine wife could own land. If she became a widow, she now had the income to take care of her children.

In A.D. 532 Theodora helped save Justinian's throne. Angry taxpayers threatened to overthrow Justinian and stormed the palace. Justinian's advisers urged him to leave Constantinople. Theodora, however, told him to stay and fight. Justinian took Theodora's advice. He stayed in the city and crushed the uprising. By doing this, Justinian not only restored order but also strengthened his power to rule.

Justinian's Conquests

Justinian wanted to reunite the Roman Empire and bring back Rome's glory. To do this, he had to conquer Western Europe and northern Africa. He ordered a general named **Belisarius** (BEH • luh • SAR • ee • uhs) to strengthen and lead the Byzantine army.

When Belisarius took command, he reorganized the Byzantine army. Instead of foot soldiers, the Byzantine army came to rely on cavalry—soldiers mounted on horses. Byzantine cavalry wore armor and carried bows and lances, which were long spears.

During Justinian's reign, the Byzantine military conquered most of Italy, northern Africa, and Persia in the east. However, Justinian conquered too much too quickly. After he died, the empire did not have the money to maintain an army large enough to hold the territory in the west.

Justinian's Law Code

Justinian decided that the empire's laws were disorganized and too difficult to understand. He ordered a group of legal scholars headed by **Tribonian** (truh • BOH • nee • uhn) to reform the law code.

The group's new simplified code became known as the Justinian Code. Officials, businesspeople, and individuals could now more easily understand the empire's laws. Over the years, the Justinian Code has had a great influence on the laws of almost every country in Europe.

Reading Check **Explain** What did Justinian accomplish during his reign?

Scala/Art Resource, NY

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Biography

Empress Theodora

c A.D. 500–548

Theodora began life in the lower class of Byzantine society but rose to the rank of empress. The historian Procopius recorded the events of her early life. According to Procopius, Theodora's father worked as a bear keeper at the Hippodrome. After his death, Theodora followed her mother's advice and became an actress. A career in acting was not as glamorous then as it is now. It was a job of the lower class, like wool spinning, which was Theodora's other job.

Even though Theodora was of the lower class, she began dating Justinian. Justinian was attracted to Theodora's beauty and intelligence. Because Justinian wanted to marry Theodora, his uncle, the emperor, changed the law that prevented upper-class nobles from marrying actresses. The two were married in A.D. 525.

Justinian considered Theodora his intellectual equal. In his writings, Justinian said he asked for Theodora's advice on laws and policies. At Theodora's urging, he granted more rights to women. Some historians believe Theodora had great power within the royal court, perhaps more than Justinian. For example, nearly all the laws passed during Theodora's reign as empress mention her name. Theodora and Justinian had no children together. When Theodora died from cancer in A.D. 548, Justinian was overcome with grief. He had her portrait incorporated into many works of art, including numerous Byzantine mosaics.

▲ Empress Theodora advises Emperor Justinian.

"She was extremely clever and had a biting wit."
–Procopius, *The Secret History*

Then and Now

Name a modern-day female political leader that you think has great influence in making and changing laws. Explain your choice.

Andre Durenceau/National Geographic Society Image Collection

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Byzantine Civilization

Main Idea **The Byzantines developed a rich culture based on Roman, Greek, and Christian ideas.**

Reading Focus Do you think a multicultural population adds to a country's interest and success? Read to learn how the diverse groups of the Byzantine Empire contributed to its culture.

The Byzantine Empire lasted approximately 1,000 years. For much of that time, Constantinople was the largest and richest city in Europe. The Byzantines were highly educated and creative. They preserved and passed on Greek culture and Roman law to other peoples. They gave the world new methods in the arts. As you will learn, they also spread Christianity to people in Eastern Europe.

The Importance of Trade

From the A.D. 500s to the A.D. 1100s, the Byzantine Empire was the center of trade between Europe and Asia. Trade goods from present-day Russia in the north, Mediterranean lands in the south, Latin Europe in the west, and Persia and China in the east passed through the empire. From Asia, ships and caravans brought luxury goods—spices, gems, metals, and cloth—to Constantinople. For these items, Byzantine merchants traded farm goods as well as furs, honey, and enslaved people from northern Europe.

This enormous trade made the Byzantine Empire very rich. However, most Byzantines were not merchants. Instead they were farmers, herders, laborers, and artisans. One of the major Byzantine industries was weaving silk. It developed around

◀ Sculpture showing chariot racing at the Hippodrome

▲ The style of the Hagia Sophia, shown here, and other Byzantine churches influenced the architecture of churches throughout Russia and Eastern Europe. ***What does the name "Hagia Sophia" mean?***

▲ Byzantine jewelry

(l)Giraudon/Art Resource, NY, (c)Brian Lawrence/SuperStock, (r)Ronald Sheridan/Ancient Art & Architecture Collection

A.D. 550. At that time, Byzantine travelers smuggled silkworm eggs out of China. Brought to Constantinople, the silkworms fed on mulberry leaves and produced silk threads. Weavers then used the threads to make the silk cloth that brought wealth to the empire.

Byzantine Art and Architecture

Justinian and other Byzantine emperors supported artists and architects. They ordered the building of churches, forts, and public buildings throughout the empire. Constantinople was known for its hundreds of churches and palaces. One of Justinian's greatest achievements was building the huge church called Hagia Sophia (HAH•jee•uh soh•FEE•uh), or "Holy Wisdom." It was completed in A.D. 537 and became the religious center of the Byzantine Empire. It still stands today in Istanbul.

Inside Hagia Sophia, worshipers could see walls of beautiful marble and mosaics. **Mosaics** (moh•ZAY•ihks) are pictures made from many bits of colored glass or stone. They were an important type of art in the Byzantine Empire. Mosaics mainly showed figures of **saints** (SAYNTS), or Christian holy people.

Byzantine Women The family was the center of social life for most Byzantines. Religion and the government stressed the importance of marriage and family life. Divorces were rare and difficult to get.

Byzantine women were not encouraged to lead independent lives. They were expected to stay home and take care of their families. However, women did gain some important rights, thanks to Empress Theodora. Like Theodora herself, some Byzantine women became well educated and involved in politics. Several

The Art Archive/Haghia Sophia Istanbul/Dagli Orti

NATIONAL GEOGRAPHIC

The Way It Was

Focus on Everyday Life

Byzantine Mosaics Imagine taking bits of glass and turning them into beautiful masterpieces. Byzantine artists did just that starting around A.D. 330. Roman mosaics were made of natural-colored marble pieces and decorated villas and buildings. Byzantine mosaics were different. They were made of richly colored, irregular pieces of glass and decorated the ceilings, domes, and floors of Byzantine churches.

Byzantine mosaics were created to honor religious or political leaders. The centers of domes—because they were the highest points of the churches—were commonly reserved for images of Jesus.

Mosaics were expensive. They were ordered and paid for by emperors, state officials, or church leaders. Many mosaics are still intact and can be seen today inside churches, monasteries, and museums.

Mosaic from the Byzantine Empire

Connecting to the Past

1. Why do you think the name of the person who paid for the mosaic—rather than the name of the person who made the mosaic—was often recorded in the inscription?
2. What types of art do present-day artists make with glass?

royal women served as regents. A **regent** (REE•juhnt) is a person who stands in for a ruler who is too young or too ill to govern. A few ruled the empire in their own right.

Byzantine Education Learning was highly respected in Byzantine culture. The government supported the training of scholars and government officials. In Byzantine schools, boys studied religion, medicine, law, arithmetic, grammar, and other subjects. Wealthy Byzantines sometimes hired tutors to teach their children. Girls usually did not attend schools and were taught at home.

Most Byzantine authors wrote about religion. They stressed the need to obey God and save one's soul. To strengthen faith, they wrote about the lives of saints. Byzantine writers gave an important gift to the world. They copied and passed on the writings of the ancient Greeks and Romans. Without Byzantine copies, many important works from the ancient world would have disappeared forever.

▲ This Byzantine religious text is beautifully illustrated. ***What did Byzantine boys study at school?***

Reading Check **Identify** What church is one of Justinian's greatest achievements?

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Section 3 Review

Reading Summary

Review the Main Ideas

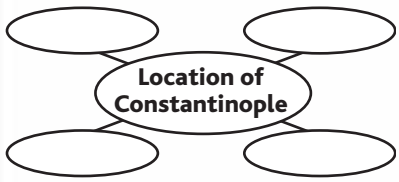
- With its capital at Constantinople and strong Greek influences, the Byzantine Empire grew powerful and wealthy.
- The Byzantine emperor, Justinian, reconquered much of the land that had been held by the old Roman Empire in the Mediterranean. It also issued a new law code known as the Justinian Code.
- As the Byzantine Empire grew wealthy from trade, art, architecture, and education flourished.

What Did You Learn?

1. What is a mosaic, and where were mosaics found in the Byzantine Empire?
2. How did silk weaving develop in the Byzantine Empire?

Critical Thinking

3. **Organizing Information** Draw a diagram like the one below. Fill in details about Constantinople's location.



4. **Describe** What were some of the trade items that were exchanged between merchants in Constantinople?
5. **Explain** Why were divorces difficult to get in the Byzantine Empire?
6. **Analyze** What important service did Byzantine writers provide to the rest of the world? Explain its significance.
7. **Persuasive Writing** Which civilization do you think was the most advanced—that of the Greeks, the Romans, or the Byzantines? Write a speech explaining your answer.

Ancient Art & Architecture Collection

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Chapter 9 Reading Review

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Section 1 Life in Ancient Rome

Vocabulary
vault
satire
ode
anatomy
Forum
gladiator
paterfamilias
rhetoric

Focusing on the Main Ideas
- In addition to their own developments in science and engineering, Roman artists and writers borrowed many ideas from the Greeks. *(page 303)*
- The rich and poor had very different lives in the Roman Empire, as did men and women. *(page 306)*

A Roman family at the dinner table

Section 2 The Fall of Rome

Vocabulary
plague
inflation
barter
reform

Focusing on the Main Ideas
- Poor leadership, a declining economy, and attacks by Germanic tribes weakened the Roman Empire. *(page 318)*
- Rome finally fell when invaders swept through the empire during the A.D. 400s. *(page 322)*
- Rome passed on many achievements in government, law, language, and the arts. *(page 325)*

Section 3 The Byzantine Empire

Vocabulary
mosaic
saint
regent

Focusing on the Main Ideas
- The Eastern Roman Empire grew rich and powerful as the Western Roman Empire fell. *(page 328)*
- The policies and reforms of Emperor Justinian and Empress Theodora helped make the Byzantine Empire strong. *(page 329)*
- The Byzantines developed a rich culture based on Roman, Greek, and Christian ideas. *(page 332)*

Chapter 9 Assessment and Activities

Review Vocabulary

Match the definitions in the second column to the terms in the first column.

___	1. plague	a.	pictures made of many bits of colored glass or stone
___	2. anatomy	b.	rapidly increasing prices
___	3. inflation	c.	father of a family
___	4. gladiator	d.	emotional poem about life's ups and downs
___	5. regent	e.	study of the body's structure
___	6. mosaic	f.	a disease that spreads widely
___	7. paterfamilias	g.	a person who stands in for a ruler who cannot govern
___	8. ode	h.	a warrior who fought animals and people in public arenas

Review Main Ideas

Section 1 • Life in Ancient Rome

9. What did the Romans borrow from the Greeks? What did they develop on their own?
10. What were the lives of the rich and poor like in Rome?

Section 2 • The Fall of Rome

11. What weakened the Roman Empire?
12. What caused the fall of Rome in the A.D. 400s?

Section 3 • The Byzantine Empire

13. What policies and reforms helped make the Byzantine Empire strong?
14. What different groups of people contributed to the Byzantine culture?

Critical Thinking

15. **Cause and Effect** Why did Alaric's capture of Rome shock the Roman people?
16. **Predict** What do you think would have happened if Theodosius had not divided the Roman Empire?

Review Reading Skill **Responding and Reflecting**

Your Point of View

17. Read the following information from page 330. Write at least five things you might reflect on as you read this information.

> In A.D. 532 Theodora helped save Justinian's throne. Angry taxpayers threatened to overthrow Justinian and stormed the palace. Justinian's advisers urged him to leave Constantinople. Theodora, however, told him to stay and fight. Justinian took Theodora's advice. He stayed in the city and crushed the uprising.

To review this skill, see pages 300–301.

Geography Skills

Study the map below and answer the following questions.

18. **Place** Which areas were conquered by Justinian's military?
19. **Human/Environment Interaction** Why do you think Justinian decided to conquer lands to the west of his empire?
20. **Movement** What made it difficult for the Byzantine Empire to hold on to Justinian's conquests?

Read to Write

21. **Descriptive Writing** Suppose you are a newspaper reporter living in the time of the Roman Empire. Write a front-page article about the slave revolt in 73 B.C., the content of Theodosius's will, or the removal of Romulus Augustulus. Remember to include a headline.
22. **Using Your FOLDABLES** Use the information you wrote in your foldable to create a brief study guide for the chapter. For each section, your study guide should include at least five questions that focus on the main ideas.

History Online
Self-Check Quiz To help you prepare for the Chapter Test, visit jat.glencoe.com

Linking Past and Present

23. **Analyzing** In the chapter, you learned that the culture of the Byzantine Empire was greatly influenced by the Romans and Greeks, as well as the Egyptian, Slavic, and Persian cultures. Think about the culture of the United States, in which many cultures have blended. Work with a classmate to identify aspects of the U.S. culture that were originally part of other cultures.

Building Citizenship Skills

24. **Analyzing** Growing political and social problems helped set the stage for Rome's final fall. Traditional Roman ideas of duty, courage, and honesty lost their importance. Why do you think duty, courage, and honesty are important in keeping a society and political system strong?

Primary Source Analyze

The Roman Empire did have some laws to prevent the extreme abuse of slaves.

"At the present time neither Roman citizens nor any other persons who are under the rule of the Roman people are permitted to treat their slaves with excessive and baseless [reasonless] cruelty. . . . A man who kills his own slave without cause is ordered to be held just as liable as one who kills another's slave."

—Gaius, "Legislation Against the Abuse of Slaves"

DBQ Document-Based Questions

25. How does this law pertain to people passing through the empire?
26. How does this statement leave a loophole in the regulation of abuse against slaves?